DOCUMENT RESUME

ED 342 910 CE 060 440

TITLE Student Apprenticeship Linkage in Vocational Education.

INSTITUTION Alabama Center for Quality and Productivity, Decatur.; Alabama State Dept. of Education, Montgomery. Div. of Vocational Education Services.

PUB DATE 92

NOTE 8p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS *Apprenticeships; *Cooperative Programs; Equipment; High Schools; Nontraditional Students; *School Business Relationship; Technological Advancement; *Vocational Education; Work Experience Programs

IDENTIFIERS Technology Education

ABSTRACT

The Student Apprenticeship Linkage Program bridges skill training programs in secondary schools with high technology apprenticeship training programs in industry. The program returns quality to Alabama's Vocational Education System and meets work force needs of business and industry. The program has eight objectives: demonstrate a model for coordination; provide a source of skilled workers; provide a mechanism for community involvement; enable employers to decrease training costs; permit student use of state-of-the-art equipment without excessive capital outlays by schools; provide early entry of students into programs; encourage nontraditional populations to enter high technology occupations; and provide employers' student assessment opportunities prior to permanent employment. High school students completing at least 1 year of vocational training in the 10th or 11th grade in an apprenticeable trade are eligible to participate in the program. Participants work in a cooperative education program and work 20 hours per week while seniors in high school. The business/industry is reimbursed one-half of the student's wages up to $2.25 per hour. After graduation, the student enters the full-time apprenticeship program. For the 1991-1992 school year, 216 students are enrolled with 163 companies in 46 occupational areas. (A list of areas of training is included.) (NLA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342910

STUDENT APPRENTICESHIP LINKAGE IN VOCATIONAL EDUCATION

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Alabama Center for Quality
and Productivity
P. O. Box 2216
Decatur, AL 35609-2216

State Department of Education
Division of Vocational Education
Services
Gordon Persons Building
Montgomery, AL 36130

CE060440

BEST COPY AVAILABLE

STUDENT APPRENTICESHIP LINKAGE PROGRAM
IN
VOCATIONAL EDUCATION

INTRODUCTION:

The Alabama Center for Quality and Productivity in cooperation with the Alabama State Department of Education and the U. S. Department of Labor, Bureau of Apprenticeship and Training, is conducting a special project called Student Apprenticeship Linkage in Vocation Education. The program began January 1, 1989 on a limited basis but is now being operated throughout the State of Alabama.

The Student Apprenticeship Linkage Program is designed to bridge skill training programs in secondary schools with apprenticeship training programs in industry. This program is a major initiative to return quality and prestige to Alabama's Vocational Education System and to meet the workforce needs of business and industry.

NEED FOR PROJECT:

Alabama's industrial complex is being jeopardized because of a growing skilled labor shortage. The average journeyperson in most high skill crafts and occupations is nearing retirement age. Also, the number of young people entering the workforce is declining. Therefore, the number of skilled workers being prepared to replace the retirees and to fill the new jobs being created by industry is inadequate.

Most students find it extremely difficult to enter high skilled occupations. Students need a career preparation path to high skilled occupations that is easy to identify and to enter. They need an opportunity to learn what it is like to work in a real work setting under real working conditions.

Traditionally, a very small percentage of women and minorities find their way into the high skilled crafts and precision occupations. Individuals in these two groups need special assistance in entering the highly skilled occupations.

Also, many small businesses do not participate in apprenticeship training programs either because of the high cost of training personnel or because they do not know how to establish a quality training program. However, if the small business is going to remain competitive in a world market, they must maintain a highly skilled work force.

PURPOSE:

The purpose of the Student Apprenticeship Linkage Program in Vocational Education is to facilitate the transition of students from high school into high technology occupations through the cooperative efforts of industry, labor, and education. This program is bridging skill training programs in secondary schools with apprenticeship training in industry.

OBJECTIVES:

1. Demonstrate a model for coordination between schooling and employment to minimize training time and optimize preparation for high technology occupations.

2. Provide a source of skilled workers for occupations which will have high demand and low supply in the work force of the year 2000.

3. Provide a mechanism for the significant involvement of community agencies and industry in the public education delivery system.

4. Enable employers, especially small businesses and industries, to participate in the development of apprentices without prohibitive training costs.

5. Provide a means for students to receive training on state-of-the art equipment without requiring excessive capital outlay by schools.

6. Increase the efficiency of preparing a skilled work force by providing early entry of students into apprenticeship programs.

7. Facilitate the entry of minorities, women, and other target groups into apprenticeship programs for high technology occupations.

8. Provide employers opportunity to assess student skills and potentials prior to major commitments of full apprenticeship salaries and permanent employment.

DESCRIPTION OF PROJECT:

Selected quality high school students that have completed at least one year of vocational training in the tenth or eleventh grade in an apprenticeable trade are eligible to participate in the program as student apprentices during their senior year of school. Each potential trainee is subject to screening and approval by the industry apprenticeship screening committee. After being selected for the program, the students participate in a cooperative education program in which they work upto a maximum of 20 hours per week while in high school. Students are awarded credit for this training toward their total apprenticeship training program. For each student participating

in the program, the industry or business is reimbursed one-half of the student's wages up to $2.25 per hour. After graduation from high school the student is expected to enter into a full-time apprenticeship training program.

The Student Apprenticeship Linkage Program provides selected students:

a. a year or more of skilled training in high school (10th or grade),
b. a year of student-apprenticeship training while a high school senior,
c. advanced entry into a full-time apprenticeship training program, and
d. a third option upon graduating from high school. Until this time a student's options are either attend college or enter the work force. For those quality students that are not college bound, they can become involved in an apprenticeship training program in which they will receive their journeyman's certificate by the age of 21 or 22.

The Student Apprenticeship Linkage Program provides employers:

a. a source of trained workers for their apprenticeship programs,
b. a younger work force,
c. an opportunity to assess a student's skills and potential prior to major commitments of a full-time apprenticeship program, and
d. a means of offsetting some of the cost of apprenticeship training as one-half of the student's wages was reimbursed by the State Department of Education up to $2.25 per hour while the student is in high school.

This program aids the State of Alabama in that:

a. a young high quality work force is being trained according to industry standards,
b. as a result of this program, the State of Alabama, the Department of Education, and the Department of Labor are making a commitment to work with industry,
c. the program will help in recruiting new businesses to the State because a young high quality labor force will be available.

PLAN OF OPERATION:

The overall plan of the program is to provide training for students in high skill occupations through a school linkage program with apprenticeship training programs in industry.

The project is coordinated through the Alabama Center for Quality and Productivity in cooperation with the Alabama State Department of Education and the U. S. Department of Labor, Bureau of Apprenticeship

and Training. The Industry-Education Coordinator of the Alabama Center for Quality and Productivity serves as program director.

Selected student-apprentices that meet the qualifications for the program work part-time in a cooperative education type of schedule. The student attends school for part of the day, usually in the morning, and works in the afternoon as a student apprentice. The program provides for reimbursement of one-half of the student's wages upto $2.25 per hour for a maximum of 20 hours per week during the students senior year of high school. The reimbursement is provided through a memorandum of agreement between the Alabama Center for Quality and Productivity and the local industries. The local school agency appoints an apprenticeship coordinator that supervises the program. The coordinator visits each student on the job at least twice each grade reporting period.

Inservice meetings are conducted in local school systems with all vocational instructors, including guidance counselors, to explain the student apprenticeship linkage program. Vocational personel are urged to contact the industries in their area of training to determine the need for the program. Individual companies are then contacted about the program by the apprenticeship coordinator. If the company is interested in the program, the Bureau of Apprenticeship and Training is notified so that the training program can be properly certified. Once the program is certified, the student is registered with the Bureau of Apprenticeship and Training as a student apprentice and begins receiving credit toward his/her certification in the skill area while completing the requirements for graduation from high school. The local educational agency in cooperation with local businesses and industries operate the Student Apprenticeship Linkage Program in accordance with the standards of the Bureau of Apprenticeship and Training.

RESULTS:

* 146 students (40 in the first group [1989] and 106 in the second group [1990]) participated in 30 different apprenticeable trades with 83 companies. In the 1990-1991 school year 194 students were enrolled in the program with 124 business in 46 different apprenticeable areas. For the 1991-1992 school year, 216 students are enrolled in the program with 163 companies is 46 different occupational areas.

* The greatest success of the program is with small businesses. Since January, 1989, over 150 industries have been registered by the Bureau of Apprenticeship and Training for apprenticeship training as a direct result of the Student Apprenticeship Linkage Program. These companies did not have any type of a formalized training program until the Student Apprenticeship Linkage Program was implemented. By providing this assistance, it is helping the small business remain competitive in the world market.

* A workable model for coordination between schooling and employment to minimize training time and optimize preparation for high technology occupations has been demonstrated.

* For the purpose of the project, students completing high school and entering a full time apprenticeship training program are considered as successful placement in the program. Seventy three percent of the first group (1989) entered full time apprenticeship programs while seventy eight percent of the second group (1990) entered full time apprenticeship programs.

* The areas of highest demand in apprenticeship training are electricity/electronics, machinist, welding, computer peripheral, automotive technician, nursing assistant, maintenance technician, dental assistant, drafting design, and auto body technician. Training is conducted in industries on equipment that is considered state-of-the-art equipment which is not available in many of the school systems such as CNC machines and electronic testing machines.

* For the first 18 months of the program, fifteen percent of the students participating in the apprenticeship linkage program were females. Also, ten percent of the students participating in the program were minority students. Of the 194 students enrolled in 1990-1991 school year, 40.7 percent were females. This year (1991-1992) 36.1 percent of the students are females.

CONCLUSION:

The Student Apprenticeship Linkage Program is a very successful way to bridge the gap between secondary school programs and the need for highly skilled workers in the workforce of industry. This program can be duplicated in other states.

(For additional information concerning the Student Apprenticeship Linkage Program, contact Dwight Williams, Industry-Education Coordinator, Alabama Center for Quality and Productivity, P.O. Box 2216, Decatur, Alabama 35609-2216, phone 205-353-3102, ext. 281.)

STUDENT APPRENTICESHIP LINKAGE PROGRAM
1991-1992
AREAS OF TRAINING

Computer Peripheral
Nursing Assistant
Maintenance Technician
Machinist
Welder
Automotive Technician
Graphic Arts
Television and Radio Repair
Medical Secretary
Emergency Medical Technician
Radiology Technician
Diesel Mechanics
Welding and Pipe Fitting
Floral Design
Typewriter Repair
Medical Surgical Area
Motor Winding and Repair
Photography
Offset Printing & Lithography
Cabinetmaking
Ophthalmic Medical Assistance
Legal Secretary
Dietary
Electricians
Auto Body Technician
Dental Assistant
Marketing Management Program
Electronics
Drafting Design
Sales and Marketing
Refrigeration
Veterinarian Assistant
Medical Laboratory Technician
Sheet Metal
Cosmetology
Retail Sales Management
Meat Cutting
Architectural Drafting
Intermediate Intensive Care
Small Engines
Cook (Food Service)
Plastic Fabricator
Plumbing
Occupational Child Care
Horticulture
Glass Installer - Auto